

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Due to the unique nature of the student population served by Damar Charter Academy, the regular metrics for mayor-sponsored charter schools on the OEI performance framework do not provide an accurate picture of school performance. Damar Charter Academy serves approximately 90% students qualifying for Special Education. In 2013, the Office of Education Innovation developed a framework specific to Damar Charter Academy. This is the first academic year in which Damar Charter Academy was assessed under the new framework, thus, historical ratings are not available.

1.1. Is the school's academic performance meeting expectations on the state's standardized assessments?							
Indicator Targets	Does not meet standard		Less than 69.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
	Approaching standard		Between 70.0-79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
	Meets standard		Between 80.0-89.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
	Exceeds standard		At least 90.0% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS				

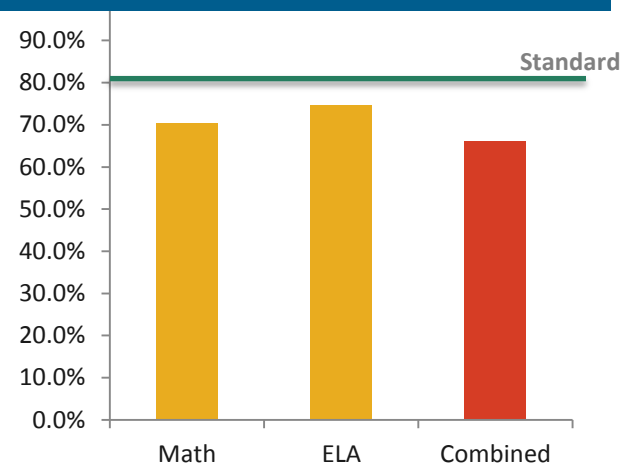
Traditional Mayor-Sponsored Charter Schools are evaluated on their state accountability grade. Because of Damar's unique student population, this is not an accurate measure of school performance.

Instead, OEI examines the school's academic performance compared to state standardized assessments, the ISTEP+, IMAST and ISTAR exams.

In 2013-14, 74.5% of students passed the ISTEP+, IMAST or ISTAR in English/Language Arts, while 70.2% of students passed the Mathematics portion. As shown on the right, 66% of students passed both portions of the exam.

Based on these proficiency levels, the school received a **Does Not Meet Standard** for the 2013-14 school year on the Office of Education Innovation (OEI) alternate performance framework for Damar Charter Academy.

State Standardized Assessment Results



1.2. Are students making sufficient and adequate interim gains, as measured by appropriate assessments given their disabilities?							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard		Results from interim assessments indicate that less than 60.0% of students are making sufficient and adequate gains.				
	Approaching standard		Results from interim assessments indicate that 60.0-79.9% of students are making sufficient and adequate gains.				
	Meets standard		Results from interim assessments indicate that less than 80.0-89.9% of students are making sufficient and adequate gains.				
	Exceeds standard		Results from interim assessments indicate that more than 90.0% of students are making sufficient and adequate gains.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		MS				

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#). Because the majority of Damar Charter Academy students do take a standardized assessment outside of ISTEP+, OEI cannot assess student progress under the Indiana Growth Model.

However, each student's individual Case Conference Committee determines multiple appropriate, measurable, academic goals for the student's growth throughout the school year. These goals are then documented in the student's Individual Education Plan (IEP) and the school assesses progress towards these goals quarterly.

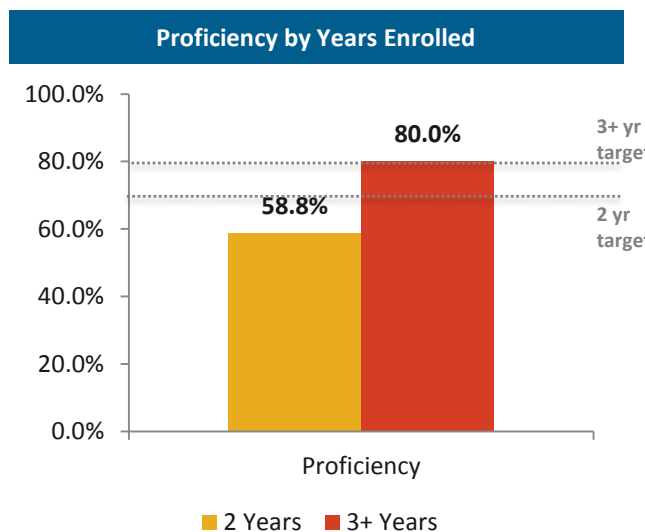
In the 2013-14 school year, Damar Charter Academy students met 84.0% of IEP goals, earning Damar a **Meets Standard** on this indicator of the alternate performance framework.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?

Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school for 2 years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS				

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Damar Charter Academy for two years, 58.8% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 80% were proficient on both subjects. Thus, the school earned a **Does Not Meet Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socecionomic status.

In order to report on subgroup performance, a subgroup must have at least 30 students. In 2013-14, Damar Charter Academy did not have more than 30 students in more than one subgroup. Therefore, OEI was unable to examine subgroup performance, and the school was **not evaluated** on this indicator.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Applicable		MS				
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					94.3%	DNMS
	High School Grades					97.1%	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Damar Charter Academy's elementary/middle school grades had an average attendance rate of 94.3%, while the high school grades averaged 97.1%.

Damar Charter Academy has an aggregate attendance rate of 95.7%, although there are a few grade levels that dip below the 95% standard. Due to its aggregate rate, however, Damar Charter Academy receives a **Meets Standard** on the OEI performance framework.

Attendance by Grade Level

Kindergarten	*	7 th Grade	*
1 st Grade	*	8 th Grade	92.8%
2 nd Grade	*	9 th Grade	96.1%
3 rd Grade	*	10 th Grade	98.5%
4 th Grade	*	11 th Grade	95.9%
5 th Grade	94.9%	12 th Grade	96.7%
6 th Grade	95.3%		
Overall Average		95.7%	

**Data unavailable due to low enrollment*

1.6. Is the school outperforming schools that the students would have been assigned to attend?

Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

Due to the lack of Indiana Growth Model data for Damar Charter Academy students, the school is **not evaluated** on this indicator.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.					
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS		
School-specific Information	Goal					Result	Rating
	Of the students in grade 12, 50% of students will meet or exceed a score representing minimal readiness (ABAS II standard score of 75 or higher) to successfully enter the labor market prior to program exit.					50%	MS
	Of students continuously enrolled for 8 weeks or more and enrolled during two or more assessment administrations, 50% of students will show positive change (defined as T-score change of 5 points in the pro-social direction) on the Achenback Teacher Report Form.					60.6%	MS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

Damar Charter Academy set its first goal around student readiness to enter the labor market. The school reports that 50% of students met the criteria for the goal, and therefore received a **Meets Standard** on its first goal.

Damar Charter Academy set its second goal around students' scores on the Achenback assessment. The school reports that 60.6% of students met the criteria for the goal, and therefore received a **Meets Standard** on its second goal.

School Mission Statement

Our mission is to provide students with autism and other developmental and intellectual challenges the opportunity to achieve to their highest academic potential while developing practical behavioral, communication and daily living skills toward improved community integration and success. Damar Charter Academy utilizes best practice and research informed teaching and support strategies tailored specifically to each student as developed and reflected in an individual education plan.

Overall, Damar Charter Academy received a **Meets Standard** on the OEI performance framework.

High School Performance Indicators

1.8. Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by the rate of course/credit completion and post completion success)?							
Indicator Targets	Does not meet standard		Less than 70.0% of high school students demonstrate post-completion success or have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
	Approaching standard		70.0-79.9% of high school students demonstrate post-completion success or have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
	Meets standard		80.0-89.9% of high school students demonstrate post-completion success or have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
	Exceeds standard		At least 90.0% of high school students demonstrate post-completion success or have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

Damar Charter Academy was **not evaluated** on this indicator in the 2013-14 school year.

1.9. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.

In order to report on subgroup performance, a subgroup must have at least 30 students. In 2013-14, Damar Charter Academy did not have more than 30 students in more than one subgroup. Therefore, OEI was unable to examine subgroup performance, and the school was **not evaluated** on this indicator.

1.10. Is the school preparing students for college and careers or transition success?							
<i>Only applicable to schools with a graduating class.</i>							
Indicator Targets	Does not meet standard		Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
	Approaching standard		30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
	Meets standard		40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
	Exceeds standard		At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

Damar Charter Academy did not have any 2013 graduates, and therefore was **not evaluated** on this indicator for the 2013-14 school year.